



## Appendix H



### Sample Professional Development Surveys



## SAMPLE SURVEY

### Is the Professional Development Program Design Effective?

On a scale of 1-5, rate the school or district organizational context on the following characteristics or components:

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5
<hr/>				
1. There is research to suggest that the content of the staff development programs will increase student learning.				
			1	2 3 4 5
2. Participants in staff development activities are involved in determining the topics and content.				
			1	2 3 4 5
3. The program leader is knowledgeable and has credibility with the participants.				
			1	2 3 4 5
4. The program includes a variety of activities designed for adult learners (active engagement, use of prior knowledge, working in teams, real world applications, choice of activities.)				
			1	2 3 4 5
5. The program includes continued support and follow-up activities (frequent and ongoing sessions, problem-solving implementation problems, expectations for implementation - not one shot events.)				
			1	2 3 4 5
6. The program expects and can demonstrate changes in teachers' classroom practices.				
			1	2 3 4 5
7. The program provides for challenging but not overwhelming changes in knowledge, skills, attitudes, and beliefs of participants.				
			1	2 3 4 5
8. Staff is receptive to professional development activities - they recognize the need; readiness has been developed.				
			1	2 3 4 5



9. Teachers are observed randomly to determine their use of an innovation and the innovations' effects on students.

1      2      3      4      5

10. Teacher and student outcomes for staff development activities are clearly and publicly stated.

1      2      3      4      5

11. The learning climate of professional development activities is collaborative, informal, and respectful.

1      2      3      4      5

12. Staff development includes activities other than "training workshops."

1      2      3      4      5

13. Staff and administrators are aware of the "implementation dip" (things often get worse before they get better).

1      2      3      4      5

14. All staff development training activities include theory, demonstration, practice with feedback, and coaching.

1      2      3      4      5

15. Each school can determine its own staff development activities rather than having uniform activities occurring throughout the system.

1      2      3      4      5

**Overall Total:** \_\_\_\_\_

Source: Guskey and Roy



## SAMPLE SURVEY (CON'T.)

### Program Content:

**On a scale of 1-5, rate one staff development program on the following characteristics or components:**

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

Does the content of your staff development program:

- \_\_\_\_\_ 1. Have proof that it increases student learning?
- \_\_\_\_\_ 2. Have a research base similar to your situation, community, context?
- \_\_\_\_\_ 3. Have relevance to the site and did participants see the need?
- \_\_\_\_\_ 4. Prove to be compatible with other practices that are in use?
- \_\_\_\_\_ 5. Align with other site-based needs and instructional programs?
- \_\_\_\_\_ 6. Target student needs identified through a process of the collection and analysis of student/school performance data (action research process)?
- \_\_\_\_\_ 7. Allow for local “mutual adaptation” to ensure implementation and institutionalization?

**Overall Total** \_\_\_\_\_

Source: Guskey and Roy